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Parental socio-economic status as a determinant factor of academic performance of students in regional examination: A case of Dessie town, Ethiopia

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ABSTRACT

Parental socioeconomic status is among the widely cited factors that has strong association with academic performance of students. Explanatory research design was employed to assess the effects of parents' socioeconomic status on the academic achievement of students in regional examination. A survey was conducted to collect data on regional examination result of 538 randomly selected students from thirteen junior secondary schools. The data were analysed using descriptive statistics and inferential statistics including percentage, independent samples t-tests, Spearman's rho correlation and one way ANOVA. The results of the analysis revealed that socioeconomic status of parents (particularly educational level and occupational status of parents) has strong association with the academic performance of students. Students from educated and better off families have scored higher result in their regional examination than their counterparts. Being a single parent student and whether parents are living together or not have also a significant impact on the academic performance of students. Parents' age did not have a significant association with the performance of students. It is recommended that further study with wider geographical area and including other variables should be undertaken so as to have a reliable result on the relation of student's academic achievement and SES of parents.

Keywords: Socioeconomic status, academic achievement, parental educational level.

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INTRODUCTION

In the current era of globalization and technological revolution, education is considered as a crucial step for every human activity (Farooq et al., 2011) and it is considered as the lifeline for efficient and suitable stable development of human society. Education helps to develop individual personality by making knowledgeable, competent, capable and skillful. It plays a vital role in the development of human capital and is linked with an individual's well-being and opportunities for better living (Memon et al., 2010; Farooq et al., 2011; Ababa et al., 2012; Oginni et al., 2013; Gouda et al. 2013). This means, education is considered as a first step for every human activity and development of a nation at large. As a result, educators and researchers have long been interested in investigating variables contributing effectively for quality of performance of learners (Farooq et al., 2011). Hosts of inside and outside factors, like individual and household characteristics, socioeconomic situation, school related factors and government policies, would have impact on the academic performance of students (Dayioglu and Türüt -Asik, 2004; Farooq et. al, 2011). Ahmad and Khan (2012) underlined that parental socio-economic status (SES) has a deeper impact upon children's academic achievements. Most research outputs identified parents' educational level and occupational status as principal determinant factors in students' academic performance (Saifi and Mehmood, 2011; Al-Matalka, 2014). Desforges and Abouchaar (2003) and Singh and Singh (2014) stressed that, what parents do with their children at home through the age range, is much more significant than any other factor open to educational influence. Parents are one of the most important and influential elements on the lives of their children. Parental involvement takes many forms

including good parenting in the home, the provision of a secure and stable environment, intellectual stimulation, parent-child discussion, good models of constructive social and educational values and high aspirations relating to personal fulfillment and good citizenship (Al-Matalka, 2014). A different finding on the impact of parents' occupation was disclosed by Farooq et al. (2011) where fathers' and mothers' education had a significant effect on students' overall academic achievement as well as on Mathematics and English scores in 9th grade but parental occupation had no significant effect on academic achievement. Another study by Singh and Singh (2014) revealed that the SES of parents does not make significant effect on the educational achievement of students but the parental educational level and health status of children has a significant role in determining the educational achievement and social adjustment of the children. Students belonging from the families which differ in relation to the SES do not differ significantly at the end of the experiment. Akhtar (2012) disclosed that higher grade achievers were not from the upper and lower classes rather students from middle class parents have scored better than others. A study by Hijazi and Naqvi (2006) found that family income had no significant impact in determining students' achievement. It means students belonging to more affluent family do not give proper weight to studies. Ogunshola and Adewale (2012) on their part disclosed that parental SES did not have significance effect on the academic performance of the students rather health statuses of the students were identified to have statistical significant effect on the academic performance of the students.

Besides other factors, SES is one of the most researched but debated factor among educational professionals that contribute towards the academic performance of students (Farooq et al., 2011) and results are not conclusive. Furthermore, little empirical evidences are found in Ethiopia regarding the association between parental SES and academic achievement of their students. As a result, conducting research on such issues would have a paramount significance in providing insights on the association between SES of parents and academic performance of students so as to suggest possible recommendations. The intent of this study is, therefore, to critically examine the effect of parental educational level and occupational status on the academic performance of their children in regional examination. The findings might add inputs in terms of knowledge on the ongoing debate on the relationship between parents SES and students' academic achievement.

LITERATURE REVIEW

According to Chandra and Azimuddin (2013), SES of parents is the most important variable in determining the academic achievement of students. SES, as explained by Saifi and Mehmood (2011), is a combined measure of an individual's or families economic and social position relative to others, based on income, education and occupation. A family's SES is based on family income, parental education level, parental occupation and social status in the community (such as contacts within the community, group associations, and the community's perception of the family). Parental involvement takes many forms including good parenting in the home, the provision of a secure and stable environment, intellectual stimulation, parent-child discussion, good models of constructive social and educational values and high aspirations relating to personal fulfillment and good citizenship); contact with schools to share information; participation in school events; participation in the work of the school; and participation in school governance (Desforges and Abouchaar, 2003). Parents with high SES often have more success in preparing their young children for school because they typically have access to a wide range of resources. Poor resources could not promote and support children's development and school readiness. Parents may have inadequate skills for such activities as reading to and with their children and they may lack information about childhood immunizations and nutrition. Inadequate resources and limited access to available resources can negatively affect families' decisions regarding their young children's development and learning. As a result, children from families with low SES are less prepared than their peers from families with medium or high SES. Families with high SES often are able to provide their young children with high quality child care, books, and toys to encourage children in various learning activities at home (Memon et al., 2010; Okioga, 2013). Olayiwola et al. (2011) identified good parental background, adequate hostel facilities, and good attitude to studies, adequate educational resources and good teaching methods as principal factors contributing positively to students' academic performance.

On the other hand, SES of the parents, as explained by Memon et al. (2010) is measured by variables like educational level and occupational status of fathers and mothers, family income, residential area, physical facilities available at home, access to electronic facilities, expenditure on children education, involvement of parents in learning activities of children and extent of teachers-parents relationship. According to Singh and Singh (2014), income status of parents, the educational level of parents and health status of students are the most important family conditions that have significant role in the determination of educational achievement and social behavior of students are the income level of parents, the educational level of parents and the health status and also the living standard of family.

A more favorable home environment motivates a child to do extremely well in school. The high level of

education which most often goes with high occupational status means that the parents will be able to provide the necessary learning facilities and assist the child with schoolwork (Muola. 2010). According to Al-Matalka (2014), SES has a relatively strong impact on parental involvement compared to other factors and parental involvement has a positive impact on student achievement at all socioeconomic levels. Families with high SES often have more success in preparing their young children for school because they typically have access to a wider range of resources to promote, explore and support young children's mental and physical development. On the other hand, parents with low SES find themselves struggling to augment financial resources and lack time for their children in imparting values, good habits, manners, which may even end up in ignorance about immunizations or basic nutrition for their child. The explanation for the poor academic achievement of student from low economics status families is that the parent has so much work and family responsibilities that require time, attention, and money where less attention is given to the education of their children (Saifi and Mehmood, 2011; Osonwa et al., 2013). It was found in Pakistan, for example, that students who lived in high-class areas performed better in secondary examination in comparison to those students who lived in underdeveloped areas. More learning facilities to student at home were significantly related to academic achievements of the students in secondary examination (Ahmad and Khan, 2012). When shelter conditions are considered, it is found that students who live with their parents are more successful than those students who are boarding or living in dormitories (Behsat and Ramazan, 2014).

Vellymalay (2012) explained that, parental involvement in the educational system has a paramount impact on children's achievement. With the rise in educational parentocracy, the wealth and wishes of parents appear to play a more dominant role in a child's education. Thus, the impact of the parent's SES on parental involvement and their child's educational achievement has been of great concern to many researchers. Parents' educational level plays a vital role in the academic performance of their children. Because educated parents can easily understand the hurdle in the way of their children's education and they know how to motivate and create their children interest in the academic activities. In the study conducted by Ahmad and Khan (2012) in Pakistan, significant relationship was found between father's level of education and academic achievements of the children in secondary examination. It was found that majority of children whose parents were well-educated have performed better in secondary examination as compared to those children whose parents were less educated or illiterate. Another study by Memon et al. (2010) in Pakistan also revealed that students, whose parents were well educated, performed better in matriculation examination as compared to those students whose parents were less educated. Similarly students whose parents have higher educational level differ significantly with respect to students whose parents are either illiterate or are unable to observe the educational activities of their children (Singh and Singh, 2014). The findings of Akhtar (2012), particularly found that mother's education play significant role in children academic achievement.

Family size also has its own effect on students' academic achievement. Muola (2010) and Akhtar (2012), underlined that, a parent with a small family will not only find it easy to provide for the physical needs of the child, but will also be in a position to give attention, encouragement, stimulation and support with schoolwork. Financial status of parents has a significant positive relationship with the students' academic performance, the better the parental background is, the better the results of the students (Olayiwola et al., 2011). A study by Olayiwola et al. (2011) in Nigeria disclosed that a unit increase in parental financial status brings about 10.28% increments in student academic performance. A unit increase in the improvement of the hostel facilities brings about 2.63% increases in student academic performance. A significant relationship was also found between parental income and academic performance of students in secondary examination in Pakistan. Students whose parental income was higher performed well in secondary examination as compared to those students who belonged to low income (Ahmad and Khan, 2012). Memon et al. (2010) also came up with similar findings and found statistically significant relationship between parent's occupational status and academic performance of the students at matriculation examination.

Availability of parental help to students in terms of doing home work was significantly related to academic performance of students in secondary examination (Ahmad and Khan, 2012). On other hand, parental interaction with teacher was significantly related to academic performance of students in secondary examination (Ahmad and Khan, 2012). A study in Nigeria by Olayiwola et al. (2011) disclosed that academic achievement and numbers of friends are negatively associated and confirm that a unit increase in the number of friends made by the student will bring about 9.51% decreases in students academic performance.

MATERIALS AND METHODS

Description of study area

The study was conducted in Dessie town which is part of South Wollo, Ethiopia. South Wollo administrative zone, one of the twelve administrative zones in Amhara National Regional State (ANRS), is located in the Southeastern part of the region between 10°10′ to 11°41′ N and 38°28′ to 40°05′ E. It is bordered on the South by North Shewa zone, and Oromia region, on the west by East Gojjam Zone, on the Northwest by South Gonder zone, on the north by North Wollo zone and on the East by Afar region (BoFED, 2009). In 2013 academic year, 247,483 students (47.8% male and 52.2% female) took the regional examination. Of these students, 203,237

of them scored a pass mark (81.5% male and 82.1% female). The proportion of females was a bit higher than their male counterparts. Similarly, during 2014 academic year, 39,485 (52.8% male and 47.2% female) students took regional examination in south Wollo in regular program only. Out of these students, 30,191 of them (15,501 male and 14,690 female) scored above the cut-off point. This means that 74.3% of males and 78.8% of females scored pass mark. The percentage of females was also higher than males.

Target population, sampling procedures and samples

Target populations for this study were grade 8 students from Dessie city administration. Students were selected using semi-stratified sampling method. After having the list of private and government junior secondary schools from Dessie city administration educational office, 13 schools (7 government and 6 private) out of 29 were selected using simple random lottery method. From these selected schools, one section from each sampled schools was selected randomly; and finally all students of the selected sections have been included in the study. At the end, regional examination results of 538 randomly selected students were analyzed.

Data collection: Sources, tools and procedure

Explanatory research design was employed to explore association between parents' SES and academic achievement of their students at regional examination. Major data sources for this study were students' academic achievement and data collected from grade 8 students as well as concerned bodies. Self-developed structured questionnaire was distributed to the sampled population with the help of school principals, home room teachers of each section and cluster supervisors in order to collect biostatistics of students. 2014 grade 8 regional examination result (standardized examination result-used as a dependent variable in this study) was obtained from Dessie city administration educational office. Grade 8 regional examination is considered as exit examination for entrance of secondary level. Regional results were preferred to the school based examination results because standardized admissions tests are good predictors of students' achievement (Lauzon, 2001) and can measure performance more consistently than examinations prepared at school level. School based tests may reflect the effects and biases of the instrument (EACEA, 2010). The questionnaires were collected and kept carefully till the regional examination was announced officially. Key informant interview with concerned bodies (like school principals and education office officials) using semi-structured questionnaire were also conducted to substantiate the analysis.

Data analysis and interpretation

The data collected were tabulated and analysed using SPSS version 20. Different statistical methods were employed for analysis purpose including cross tabulation, percentage, independent samples t-tests, Spearman's rho correlation and one way ANOVA have been applied to examine the effect of parents SES in academic achievement of grade 8 students in regional examination. Independent samples t-test was used to analyze mean differences based on different SES of parents. The effect size of independent sample t-test results were further calculated using Cohen's *d*. One way ANOVA test was used to analysis mean differences of students based on their parents SES (father/mother educational level and occupational status). The effect size of ANOVA result was calculated using the eta squared formula as the proportion of sum of squares between groups with total sums of square (Eta squared = sum of squares between groups/total sum of squares). Tukey's Post hoc test was also employed to further differentiate the disparities. Spearman's rho correlation was applied to examine the correlation between students regional average result with father's/mother's educational level. Spearman's rho was used instead of Pearson because educational level of parents was in categorical scale. In order to substantiate the quantitative analysis, qualitative data obtained from key informant interview was used. Finally, interpretations of the results and plausible recommendations have been drawn based on the results of the analysis.

RESULTS AND DISCUSSION

This part of the paper focused on the major findings of the study. Specifically, it tried to examine the impact of parents' socioeconomic status (mainly level of education, occupational status and age) on the performance of students in regional examination.

As depicted in Table 1, the results of 538 students (54.9% from government and 45.1% from private schools) were analyzed in this study. 48.9% of the participants were male and 51.1% of them were females. 59% of the students were below the age of 14 years while 41% of them were above 15 years old. The average age of students was found to be 14.6 years old.

As revealed in Table 2, 24.3 and 24.5 percent of fathers were salaried employed and merchants, respectively. The proportions of mothers in these two occupational types were less as compared with fathers; 16.1 and 18.5% respectively. On the contrary, more mothers (26.4%) did not have permanent employment opportunities while the proportion of fathers in this category was 11.4%. In terms of educational status, again fathers do have better status than mothers. 32.5 percent of fathers do have above secondary level of education while it was only 20.9 percent for mothers. 20 percent of mothers and 16.5 percent of fathers did not have any formal education. Employment and education opportunities are more favoring males.

As depicted in Table 3, independent-samples t-test compared the mean result of students from different SES was conducted. Students whose parents are living together have scored statistically higher result in their regional examination ((t (536) = 2.44, $p < 0.05$)) with 0.23 Cohen's d value than their counter parts. Similarly, statistically significant mean difference between students where both parents are alive or was not found ((t (536) = 3.13, $p < 0.005$)) with 0.36 Cohen's d value. Students in which both parents alive have scored statistically higher scores *(M = 51.82, SD = 13.07)* than those who lost either of their parents *(M = 47.52, SD = 10.99)*. The negative impact of being a single parent on students' academic performance was underscored by Desforges and Abouchaar (2003). Single parents seem to focus their energies and resources in the home than investing on their children. No statistically significant mean difference in regional examination was found based on the age level of parents. This result was not in line with

Table 1. Demographic characteristics of sampled students (number, sex, age and school type).

School type			Sex			Age (mean 14.6)		
Type	**No.**	**%**	**sex**	**No.**	**%**	**category**	**No.**	**%**
Government	295	54.9	Male	263	48.9	12-14	318	59
Private	243	45.1	Female	275	51.1	≥15	220	41
Total	538	100	Total	538	100	Total	538	100

Table 2. Demographic characteristics of parents (education and occupation).

Parents' occupational status					Parents' educational level				
Category	**Father**		**Mother**		**Category**	**Father**		**Mother**	
	No.	**%**	**No.**	**%**		**No.**	**%**	**No.**	**%**
No permanent employment	60	11.4	141	26.4	No formal education	88	16.5	107	20.0
Salaried employment	128	24.3	86	16.1	1-8 grade	170	31.9	191	35.7
Merchant	129	24.5	99	18.5	9-12 grade	102	19.1	125	23.4
Others	210	39.8	209	39.1	Above 12 grade	173	32.5	112	20.9
Total	527	100	535	100	Total	533	100	535	100

Table 3. Independent-samples t-test on regional average (based on SES of parents).

Independent factor	Category	N	Mean	SD	MD	df	t	p	Cohen's *d*
Mother and father live together	Yes	360	51.91	13.24	2.85	536	2.44	0.015	0.23 (modest)
	No	178	49.07	11.63					
Father's age	Less than 45	326	51.85	12.7	1.97	526	1.72	0.09	0.15
	Above 45	202	49.88	13.02					
Mother's age	Less than 45	463	51.21	12.87	1.9	533	1.17	0.24	0.15
	Above 45	72	49.31	12.5					
Mother and father alive	Both alive	432	51.82	13.07	4.3	536	3.13	0.002	0.36 (modest)
	Otherwise	106	47.52	10.99					

the findings of Hijazi and Naqvi (2006) which found that mothers' age has statistically significant negative impact on students' academic achievement. Young mothers can easily handle their children as compared to aged mothers and while aged mothers have less control over their children that affects the student's performance.

According to Muijs (2004), eta value of 0.01 to 0.06 is considered as small effect, 0.06 to 0.14 as moderate effect and above 0.14 as large effect

As depicted in Table 4, one-way ANOVA was employed to compare the mean result of students in their regional examination based on the educational background of their fathers. A statistically significant mean difference was found among the four educational groups (F (3, 529) = 58.15, p < 0.001) with large Eta square effect. Tukey's HSD was used to determine the nature of the differences among educational groups. The analysis revealed that students from fathers with above secondary grade had scored better (M = 59.2, SD = 11.98) than students with fathers between 9 and 12 grade levels (M = 52.76, SD = 10.35), between 1 and 8 grade levels (M = 44.85, SD = 11.3) and with no formal education (M = 44.93, SD = 9.88). No statistically significant mean difference was observed between students with fathers having no formal education and those having elementary education.

One-way ANOVA was employed to compare the mean result of students in their regional examination based on the educational background of their mothers (Table 5). A statistically significant mean difference was found among the four educational groups (F (3, 531) = 42.20, p < 0.001) with large Eta square effect. The analysis revealed that students from mothers with above secondary education had scored better (M = 61.28, SD = 11.27) than students with fathers between 9 and 12 grade levels (M = 54.84, SD = 11.17), between 1 and 8 grade levels

Table 4. Mean differences (ANOVA) in regional average based on father's education level.

	SS	df	Mean Square	F	p	Eta^2
Between groups	21620.063	3	7206.688			
Within groups	65565.186	529	123.942	58.15	0.000	0.25 (large effect)
Total	87185.250	532				

Educational level	N	Mean	SD	Tukey HSD			
				1	2	3	4
No formal education	88	44.93	9.870		0.08	-7.83*	-14.27*
1-8 grade	170	44.85	11.304	-0.08		-7.91*	-14.35*
9-12 grade	102	52.76	10.353	7.83*	7.91*		-6.45*
above 12 grade	173	59.20	11.976	14.27*	14.35*	6.45*	
Total	533	51.04	12.802				

*the mean difference is significant at the 0.05 level.

Table 5. Mean differences (ANOVA) in regional average based on mother's educational level.

	Sum of Squares	df	Mean Square	F	Sig.	Eta^2
Between Groups	10499.432	3	3499.811			
Within Groups	44034.268	531	82.927	42.203	.000	0.193 (large effect)
Total	54533.700	534				

Educational Level	N	Mean	SD	Tukey HSD			
				1	2	3	4
No formal education	107	45.10	10.701		-0.59	-9.74*	-16.17*
1-8 grade	191	45.70	11.039	0.59		-9.14*	-15.58*
9-12 grade	125	54.84	11.173	9.74*	9.14*		-6.44*
above 12 grade	112	61.28	11.272	16.17*	15.58*	6.44*	
Total	535	50.98	12.810				

*the mean difference is significant at the 0.05 level.

(*M* = 45.7, *SD* = 11.04) and with no formal education (*M* = 45.1, *SD* = 10.7). No statistically significant mean difference was observed between students with mothers having no formal education and those having elementary education. Tukey HSD test categorized students result based on their parents' educational level into three homogeneous subsets. School principal during in-depth interview session also confirmed that educated parents are more concerned and are working together with school principals and teachers regarding their children education. He added that educational status of parents is more influential than their income status as far as educational success of their children is concerned. Students from well educated families have performed better in regional examination as compared to those children whose parents are less educated or have no formal education. Better off families might have the capacity in affording materials for their children while educated families will guide their children and give more time in assisting them. Educated parents can better understand the educational needs and their children's aptitude. The results of the research are consistent with the findings of Hijazi and Naqvi (2006), Muola (2010) and Saifi and Mehmood (2011) which revealed positive and significant relationships between parents' educational level and academic achievement of their children. A study in Europe based on six longitudinal case studies by Flecha (2012) has also disclosed that family education has positive impact on students' educational results. The current findings are not in line with the findings of Ogunshola and Adewale (2012) which disclosed that parental socio-economic statuses and parental educational background did not have significance effect on the academic performance of the students.

As portrayed in Table 6, one-way ANOVA was employed to compare the mean result of students in their regional examination based on the occupation type of their fathers. A statistically significant mean difference was found among the four occupational groups (F (3, 523) = 18.53, $p < 0.001$) with moderate Eta square effect.

Table 6. Mean differences (ANOVA) in regional average based on father's occupation.

	SS	df	Mean square	F	Sig.	Eta^2
Between Groups	8315.416	3	2771.81			
Within Groups	78220.523	523	149.56	18.53	.000	0.096 (moderate effect)
Total	86535.939	526				

Occupation type	N	Mean	SD	Tukey HSD			
				1	2	3	4
No permanent employment	60	46.48	11.46		-11.31*	-4.19	-2.16
Salaried employment	128	57.80	12.51	11.31*		7.12*	9.16*
Merchant	129	50.67	12.51	4.19	-7.12*		2.04
Others**	210	48.64	12.09	2.16	-9.16*	-2.04	
Total	527	51.12	12.83				

*the mean difference is significant at the 0.05 level; ** others include retired, farmers and the like.

Table 7. Mean differences (ANOVA) in regional average based on mother's occupation.

	SS	df	Mean square	F	p	Eta^2
Between groups	6675.037	3	2225.01			
Within groups	80797.871	531	152.16	14.62	0.000	0.076 (moderate effect)
Total	87472.908	534				

Occupation type	N	Mean	SD	Tukey HSD			
				1	2	3	4
No permanent employment	141	49.72	12.37		-8.76*	-2.27	1.43
Salaried employment	86	58.48	12.49	8.76*		6.49*	10.19*
Merchant	99	51.99	11.99	2.27	-6.49*		3.70
Others**	209	48.29	12.41	-1.43	-10.19*	-3.70	
Total	535	50.99	12.80				

*the mean difference is significant at the 0.05 level; ** others include retired, farmers and the like.

The analysis revealed that students from salaried employed fathers had scored statistically better (M = 57.8, SD = 12.51) than students of other three groups. No statistically significant mean differences were observed among the other three groups. The finding is not in line with the conclusion given by Altschul (2012) which revealed that fathers' occupation was not predictive of academic achievement. Similar comparison was also undertaken based on the occupational type of mothers (Table 7). Again a statistically significant mean difference was found among the four occupational groups (F (3, 531) = 14.62, $p < 0.001$) with moderate Eta square effect. The analysis revealed that students from salaried employed mothers had scored statistically better (M = 58.48, SD = 12.49) than students of other three groups. No statistically significant mean differences were observed among the other three groups. Most of the salaried employment opportunities are open for educated ones. As a result, occupation might not be the reason for achievement difference of students' rather educational status of the parents. A similar finding was found by Saifi and Mehmood (2011) and Altschul (2012) which underlined that students whose mothers are government servant scored highest mark and concluded that profession of mother greatly effects the achievement of students.

As depicted in Table 8, parents' educational level and average result of their students in regional examination have positive significant correlation ($p < 0.01$). The interaction effect of fathers' and mothers' education (r = 0.52) is more power full in affecting the educational performance of students than the separate effect (r = 0.48 for fathers; and r = 0.49 for mothers).

CONCLUSION AND RECOMMENDATION

The findings of the study showed a significant relationship between parental socio-economic conditions and academic achievements of the children in regional

Table 8. Spearman's rho Correlation of regional average with educational level of fathers and mothers.

	Father's education	Mother's education	Father's education × mother's education
Regional average result	0.48*	0.49*	0.52*
N	533	535	531

*Correlation is significant at the 0.01 level (2-tailed).

examination. The majority of students whose parents have better socioeconomic conditions performed better as compared to those children whose parents had low socio-economic condition. The important family conditions that have significant role in the determination of educational achievement of students are the occupational status of parents, the educational level of parents, being a single parent student or not and whether both parents are alive or not. The effect of parents' educational level is more influential than their occupation type (see the Cohen's d value). School teachers should take their students' background into consideration while arranging tutorial classes and activities. It is recommended that further study with wider geographical area and including other variables should be undertaken so as to have a reliable result on the relation of student's academic achievement and SES of parents.

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